Jeremy Praytor

Integrated Unit

Thomas Grade 4

**Unit Objectives:**

Science Objectives & Related TEKS:

**Science:**

4.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to

(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants;

ELA Objectives & Related TEKS

**Reading Comprehension:**

4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo;

4.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

**Reading Fluency:**

4.1 Reading Fluency: Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication:**

4.15 Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A)  plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:  
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;

**Literature:**

*Why Coyote Sings to the Moon* by Ellen Jackson

* A fiction book about the creation of the coyote and his obsession with the moon. The coyote has four lives but uses three of them by trying to see what’s on the other side of the moon. The creator gives him a special song to sing to the moon every night.

*Wolverines* by Sandra Markle

* A non-fiction book about how wolverines live and survive. What wolverines eat and how they defend themselves.

*Bats at the Beach* by Brian Lies

* A fiction book about a community of bats that when the sun goes down they head off to the beach for a good time. The play games, sing around the camp fire, and meet new friends. The sun begins to come up and they all go their separate ways.

Reptiles & Amphibians by Catherine Herbert Howell

* A non-fiction book about reptiles and amphibians. What they eat, the life cycle of a frog, and why snakes can move around like they do.

Winter Whale by Joanne Ryder

* A fiction book about a boy who runs out on the beach in the rain and pretends to be a humpback whale. He goes swimming in the ocean and meets a couple other whales then the sun starts to set and he goes back to being just a boy and heads inside for dinner.

Defenders by Bernard Stonehouse

* A non-fiction book about how twenty different animals defend themselves. How the octopus sprays an ink to stop predators and then swims off and how the armadillo has a protective armored skin that stops predators from getting to the soft underside.

My Visit to the Zoo by Aliki

* A fiction book about a little girl who gets invited to the zoo but doesn’t want to go because it made her sad to see the animals locked in cages. But she goes and discovers that this zoo is different, the animals don’t look sad they are happy and well taken care off. She sees everything from all types of monkeys to birds and bears.

Meerkats by Robyn Weaver

* A non-fiction book about meerkats and how they eat and survive out in the wild. How they mate and how they interact with people.